Organizational Forgetting

A Perspective in Light of Organizational Learning and Knowledge

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Abstract

This research aims to shed light on one of the most importanttopics in management, which has begun to receive wideattentionin administrative thought, namely the subject of "Organizational Forgetting." Its emergence has become consistent withthechangesthat have occurred in the business world today. Building on the above, this research is a humbleattempt touncover the intellectual contents and philosophical foundationsupon which the subject of organizational forgettingis based. Theobjective of the current research is to construct aconceptual framework for the concept, which is considered oneof themostimportant topics in contemporary administrative thought. Thisconcept is embodied as the intentional or unintentional loss oforganizational knowledge at any level. It has become clear that justas organizations must learn and acquire knowledge, theymust alsoforget, especially obsolete and outdated knowledge. The research problem lies in the absence of researchthataddresses the subject of organizational forgetting, sheds light onitsfundamental pillars, and demonstrates its close relationshipwithorganizational learning and organizational knowledge. Thiscontributes to embodying its implications in our organizations, amatter that has created a gap resulting in the oversight of oneofthe vital topics in the field of organizationtheoryandorganizational behavior. The research adopted the desk-based approach in its methodologythrough the analysis of relevant literature. The researchreachedaset of conclusions and recommendations that canassist themanager in adopting this concept and consideringit aworkphilosophy in leading the organization.

Introduction

It has become clear in the present time that learning and knowledge are regarded as weapons used by organizations to achieve competitiveness in the Information Age. Consequently, these organizations have become heavily preoccupied with the heavy flow of information in an effort to achieve learning, and their managers have focused their primary attention on this matter. The core idea in this context is that just as organizations must learn and acquire knowledge, they must also simultaneously forget, particularly by discarding knowledge that has become obsolete. If knowledge is acquired and stored in the "organizational memory " —represented by physical assets as well as human capital—without assessing the value of that knowledge, then old, deeply rooted knowledge within the organization will become an obstacle to its development. Therefore, organizational forgetting in this case is considered a crucial factor and a highly important strategy adopted by the organization to face environmental changes in the field of learning and knowledge. Despite the importance mentioned above, there is a clear lack of Arab academic efforts in adopting the topic of organizational forgetting, whether at the applied level or the philosophical and conceptual level. Based on the above, this research aims to provide a conceptual framework for the topic of organizational forgetting by addressing all relevant aspects and discussing its intellectual implications, particularly in relation to organizational learning and organizational knowledge. This was conducted across three chapters:

Chapter One: Research Methodology.

Chapter Two: The Philosophical Framework of Organizational Forgetting.

Chapter Three: A set of Conclusions and Recommendations.

Chapter One: Research Methodology

This chapter covers the scientific aspects that represent the research methodology, specifically the research problem, research objectives, importance, research method, and structure, as follows:

First: The Research Problem

Researchers have pointed out that most cases of organizational failure in recent years are represented by people's
tendency to provide solutions to
problems by intensifying the learning process, without paying sufficient attention to the problems of forgetting. This has led to disappointment and frustration; therefore, innovators should identify and measure the factors of stability and continuity, and achieve control over them. This can only be achieved by perceiving forgetting as an integral part of the social and economic system. While there are many schools that offer learning, schools
concerned with forgetting have not yet been invented!

The prevailing opinion is that competitive capability today, and knowledge, is one of the most important competitive advantages for organizations. Looking broadly towards knowledge, there is no doubt that the competitive advantage of all economic units, individuals, and countries is currently closely linked to their ability to manage their information. Accordingly, the process of developing and using such a valuable source of competitive capability will make (learning) one of the most important organizational agendas in today's knowledge-based competitive market. However, the very influential role of knowledge in all aspects of life will lead us to ignore a fact stating that (organizations do not only learn, but they also forget).

For more than a quarter of a century, organizational knowledge has gained great interest among researchers in the field of management. The interest of organizations has centered on how to learn and manage knowledge. Research has shown the decisive role of organizational knowledge and learning in organizational effectiveness. However, we believe until now that the research conducted only tells us one part of the story. Focusing on organizational learning has obscured the importance of the organizational forgetting process. Any discussion of organizational learning needs to be completed through a clearer idea of how organizations forget, and under no circumstances should knowledge organizations forget.

Based on the above, the research problem is represented by the lack of sufficient attention to the topic of Organizational Forgetting. In order to address this
academic gap in the field of Business Administration, the research problem has been expanded to answer the following questions:

1.What is meant by organizational forgetting?
2.What are the perspectives on forgetting?
3.What theories are associated with forgetting?
4.What are the types of forgetting?
5.What is the nature of the relationship between organizational forgetting and organizational memory?
6.What are the relational trends between forgetting and each of learning and knowledge?
7.Is organizational forgetting positive or negative, and what indicators form its advantages and disadvantages?

Second: The Importance of Research is Represented by the Following:

1.The importance of the research stems first from the significance of its topics; organizational forgetting is considered one of the most important and
rarest topics in relevant literature, in addition to organizational learning and organizational knowledge.
2.Establishing the conceptual and intellectual frameworks for the topic of organizational forgetting and exploring the nature of the relationship between
organizational forgetting, organizational learning, and organizational knowledge.
3.Adopting a philosophical analysis derived from theoretical propositions presented by a group of well-known academics addressing the topic of organizational forgetting.
4.Providing organizations and their leaders with everything contemporary in administrative thought, aiming to embody its contents in practical reality.
5.That this research serves as a humble introduction, contributing to the shift towards conducting field and applied studies and research in our organizations.

Third: Research Objectives

The current research endeavors are embodied in a set of key objectives:

1.Establishing a conceptual and theoretical framework for the subject of organizational forgetting and simulating its various perspectives.

2.Diagnosing the nature of the relationship between organizational forgetting and organizational memory within the framework of organizational
learning and knowledge.

3.Identifying the positive and negative reflections of organizational forgetting on a set of administrative orientations in organizations, in harmony
with the title.

4.Providing a set of conclusions and recommendations that will allow for some conceptual indicators that can be adopted as intellectual starting
points to uncover everything related to the subject of organizational forgetting.

Fourth: Research Methodology

A desk-based approach (office methodology) was adopted for the research by highlighting relevant literature and reviewing it. Subsequently, the
intellectual arguments presented therein were classified, and finally, the philosophical contents that formed the research structure were interpreted
and discussed, along with their implications and relational bonds.

Fifth: Research Structure

The research structure is presented as follows:

1.Research Methodology.

2.Philosophical Framework of the research.

3.Conclusions and Recommendations.

Chapter Two: The Philosophical Framework for the Research

This section includes a philosophical framework for the subject of organizational forgetting, with most of its directions drawn from the context of organizational learning and organizational knowledge. This contributes to answering the questions raised in the research problem, as follows:

First: The Concept of Forgetting

Most people do not complain about the existence of difficulties in learning as much as they complain about the existence of difficulties in remembering. In order to define the concept of forgetting, scientists have traditionally explained it as the disappearance of information from memory to the point where we become unable to remember.

As for the modern view, it indicates that information does not disappear from memory; rather, we fail to retrieve or recognize it. Contemporary physiological research on memory areas in the brain has supported this trend, as stimulating these areas electrically led to individuals remembering information they were unable to recall before that stimulation (Al-Atoum, 2012: 149).

Forgetting is defined as a human psychological phenomenon that has both pros and cons:

Pros: Manifested in not remembering painful experiences or any other undesirable information.

Cons: Manifested in the failure to recall certain important experiences necessary to perform a specific response, whether verbal or motor.

Forgetting is the inverse process of remembering and recall, represented by the total, partial, permanent, or temporary loss of certain experiences. Forgetting is usually measured by the difference between what is acquired (learned) and what is remembered. That is:

Forgetting = Amount of Learning - Amount of Remembering

(Al-Zaghloul and Al-Zaghloul, 2008: 74).

As for (Abdullah, 2003: 66), forgetting was defined as a failure to retrieve and remember what has been encoded and stored in long-term memory, despite the capacity and permanence of this memory.

At the organizational level, Muslim (2009: 23) pointed out that forgetting is the organization's failure to make important information available to those who need it. The effects of organizational forgetting date back to early exploratory research on forgetting in psychology, where forgetting was defined as a process of replacement, knowledge abandonment, and decay.

In the field of organization theory, researchers confirmed that they developed the concept of forgetting or Unlearning as a deliberate process to get rid of misleading knowledge, describing it as a required process to erase dominant ideas so they can transition to other acceptable ones, while emphasizing the necessity that the organization forgets old ideas before trying new ones by discovering shortcomings and subsequently disposing of them.

In many cases, forgetting overlaps with the concept of discarding, yet there is a significant difference between them. Although both terms refer to the loss of organizational knowledge, the difference lies in the fact that "discarding" indicates attempts to get rid of undesirable knowledge, while "forgetting" refers to the loss of knowledge that is not necessarily planned or intentional (Smith & Lyles, 2011:311). Regarding the nature of the relationship between organizational forgetting and knowledge, organizational forgetting has been defined as the intentional or unintentional loss of organizational knowledge at any level, and the resulting changes in beliefs and procedures. Organizational forgetting is also defined as a decrease in the value of knowledge due to several individual, technological, and environmental factors, as well as changes in the workforce. It has also been described as a change in the knowledge structure that leads to relative or total inability to access specific categories of items. This involves processes that weaken memory pathways or isolate parts of the knowledge base. This description does not differ much from describing organizational forgetting as the voluntary or involuntary loss of organizational knowledge at any level. De Holand & Phillips (2004:425) added that it leads to a change in organizational capabilities by losing the knowledge stock that represents the organization ' s reserve of competencies, resulting in an inability to perform tasks the organization was previously capable of. As for the relationship between forgetting and memory, Globerson & Levin (1987:84) pointed out that forgetting is the failure of common processes in all memory systems: encoding, storage, and retrieval. Encoding may be insufficient or incorrect; information may decay during storage; or storage capacity may be too small to carry all the required information. Additionally, the retrieval process may fail due to problems in locating the exact place where relevant information is stored. Forgetting is also defined as a failure in reasoning due to a defect in memory organization, false inference, or false knowledge, which leads to an individual' s inability to recall the memory structure when necessary, and subsequently, the inability to think logically. In this context, forgetting is defined as the inability to remember, which involves failure in encoding, discarding, and loss of memory. This loss of memory may be intentional or unintentional

intentional, internal or external, functional or dysfunctional, permanent or temporary, conceptual or behavioral. It was also defined according to two trends:
the first linked to organizational memory, and thus it is understood as a technical failure in storing and retrieving information in the mind. The second trend
considers forgetting as a loss of social memory. Forgetting is the lack of opportunity to access and retrieve certain information elements, but that does not
mean the loss of its representation in the memory itself. (Michelian, 2011:404). Forgetting was also defined as the cessation of the organization
s structural activities. Meanwhile, others pointed out that it is the amount of learning that is
lost. Others described it as a decrease in the company
s value of production experience over time. Feldman & Feldman (2006:872) expressed it as a complex
phenomenon with potential impacts that may be beneficial or harmful. Thus, the difference in orientations in defining the concept of forgetting becomes clear due to its connection to many aspects, including personal and organizational ones. In light of the previous arguments, a definition of forgetting can be
derived as a complex phenomenon that embodies the loss of information, whether intentional or unintentional, and its reflections may be negative or positive for the individual or the organization. It may result from physiological, physical, behavioral, or organizational causes, and the forgetting function itself can be an indicator of whether the intended benefit was achieved or not.

Second: Perspectives on Forgetting

Three distinct perspectives for forgetting can be identified: the Cognitive Perspective, the Behavioral Perspective, and the Social Perspective. Following is an explanation of these three perspectives (Smith & Lyles, 2011:312):

1. Cognitive Perspective

The cognitive perspective covers the perception and assimilation of new knowledge within the organization. The ability to assimilate this knowledge depends heavily on existing cognitive structures and internal mechanisms available for utilizing knowledge. Furthermore, the importance of transferring internal knowledge—where things can become complicated because some knowledge cannot be fully clear—is inherently a difficult matter. Tacit knowledge is also rooted in the cognitive perspective as it is often embedded in explicit knowledge and is difficult to separate from it.

It may be easy to understand forgetting at the individual level; over the years, people forget what they did and why they did it. Memory tends to deteriorate with age, making it difficult to absorb and retain basic information. When key members of a team are lost, the knowledge and experience they possess are often lost as well, in a process similar to collective forgetting. When knowledge moves from one group or organization to another, it is often necessary to rephrase it within their own teams when receiving new knowledge, in a way that aligns with their experience and establishes their ownership over it. This leads to the loss of some of the original information. Therefore, organizations put in place procedures to preserve knowledge and experience by allocating time for meetings and decisions, and by creating storage facilities and databases.
From this perspective, forgetting is associated with the loss of both implicit and explicit knowledge due to the difficulty of transferring it, the movement of people, or physical and technical constraints that limit access to knowledge. Here, forgetting becomes forced or mandatory, as it is imposed by the data of the work environment; it occurs within the organization due to those data and their impacts.
2. Behavioral Perspective
Behavioral theorists have indicated that organizations adapt gradually based on their previous experiences, as well as repetitive experiences that reinforce organizational behaviors. An organization can improve its performance as it becomes more efficient in tasks; this repetition in similar situations leads to the building of procedures and control systems that are far from problems and deviations from standards, which require corrective actions after they have begun. The behavioral perspective also emphasizes the way in which capabilities resulting from experiential learning are developed, and the importance of Intuition to
the extent that individuals may not be able to express accurately the reason for their actions, or to explain or clarify the basis of the knowledge they have. This parallels the ideas of implicit knowledge and learning through practice, which involves knowledge that appears only through the actions of individuals and procedures in organizations.
Therefore, according to the behavioral perspective, forgetting is linked either to the loss of the original justification for building habits and organizational procedures, or to the loss of the old procedures and systems themselves. Thus, forgetting The decision may be conscious or otherwise; it may occur in a planned and organized manner, or it may simply be a matter of individuals who championed specific practices and routines having left the organization, or having lost their influence at the strategic level. Once again, forgetting here is either planned (intentional) or unplanned—perhaps even undesirable but imposed by powerful circumstances, in which case it is unintentional (forced).

3. Social Perspective

The social perspective emphasizes that organizational decision-making practices, learning, and knowledge creation are collective endeavors occurring within a social context. Thus, strategic formulation and operational decisions are made through dialogue between managers and other concerned individuals via formal or informal channels. These individuals engage in sensing environmental opportunities and threats, subsequently working collectively on how to concentrate resources and maximize potential opportunities.

Individuals may distance themselves from groups or projects, retire, or leave the organization. This means that the matter is not limited to the loss of individual knowledge and capacity alone, but will also lead to the loss of their interconnectedness. Consequently, relationships within the group or team will be disrupted due to the departure of a senior member or the arrival of new members. There is a widespread assumption in literature that this type of organizational turnover is considered negative due to the loss of individual competencies and knowledge.

According to this perspective, forgetting is more than just the loss of social networks and shared viewpoints that support specific opinions and strategies; it involves a breakdown in the interactions through which identity is maintained and preserved. It is evident here that forgetting takes on a strategic dimension linked to the existence and sustainability of social relations.

Third: Theories of Forgetting

There are many theories that have attempted to explain forgetting—some of which are traditional, while others are linked to the physiological foundations of memory, as follows: (Al-Atoum, 2012: 150)

1. Decay Theory

Putrefaction" or "Atrophy

This theory suggests that information in long-term memory begins to decay or fade over time. This idea aligns with physiological explanations, as neural connections begin to tear and deteriorate with age or the passage of time—especially in cases of non-use (the law of use and disuse)—causing the information associated with these neural connections to become unrecallable.
The logical basis for this theory is the assumption that memories are stored in the brain. For this to occur, a structural change called an Engram must take place in the brain as memory increases. Therefore, this theory claims that the reason memories become less reliable over time is that the engram undergoes a standard type of atrophy or neural decay. If the memory is not practiced in a regular and repetitive manner, the physical structure that encodes it will disappear. If memory-specific exercises are not adopted, the time between encoding and retrieval may lengthen; at that point, memories may fade or diminish, with the exception of cases of unusual recall known as Hypermnesia, such as those occurring under hypnosis, where memory for specific details improves over time.

2. Motivated Forgetting Theory

Motivated Forgetting is one of the theories of forgetting that views forgetting as a type of positive phenomenon. This means it is not considered a failure to achieve goals; it is a theory that even non-specialists agree upon, and it was first proposed by Sigmund Freud. When the knowledge or remembrance of certain events is sufficiently shameful to cause profound distress to the individual, they may subconsciously suppress the memory of those events as a defense mechanism.
Some researchers have pointed to several types of forgetting that illustrate the effects observed by Freud, which are often associated with stress. These effects have a tendency to appear and disappear, which adds difficulty to clarifying the Motivated Forgetting theory. Others have noted the value of motivated forgetting for patients suffering from post-traumatic stress (PTSD); they observed that the need for suppression should not be understood in the strict sense of Freud's theories, but rather as the brain's way of disconnecting from some of its contents, either permanently or temporarily.

Key Concepts Mentioned

Engram: The physical/chemical change in the brain representing a memory.
Law of Disuse: The idea that memories fade if they aren't accessed.
Hypermnesia: The unusual enhancement of memory (the opposite of amnesia).
Motivated Forgetting: A psychological defense mechanism to protect the self from painful memories.

3. Interference Forgetting Theory This theory indicates that the excessive interference or overcrowding of information in the short-term memory during processing, or in the long-term memory during storage, along with the numerous learning tasks and activities an individual performs throughout the day, works to scatter the information stored in the memory and facilitates the process of forgetting. For example, a person who learns a task and then sleeps for eight hours during the night has a better chance of remembering this information than someone who learns the same task at the beginning of the day and follows it with many other learning tasks. Studies indicate that the more information about a stimulus increases, or the more the similarity between stimuli learned by the individual in a narrow time frame increases, the greater the likelihood of forgetting. This theory assumes that the presence of old memories alongside the arrival of new memories may lead to preventing recall, and there are two types of interference:

A. Proactive Interference: In this case, interference results from the effect of learning previous activities on remembering subsequent activities. That is, the interference of previous learning with subsequent learning. For example, a person may face difficulty in learning the Spanish language after having already learned the Italian language.

B. Retroactive Interference: This refers to the effect of learning subsequent activities on remembering previous activities, as more recent learning interferes with the retrieval of learning from a previous time. For example, a person may learn how to drive a car with a manual transmission, and later drive a car with an automatic transmission; if they return to their old car, they may try to drive it as if it were an automatic.

4. Displacement Theory The hypotheses of the displacement theory state that systems with limited capacity, such as Short Term Memory (STM), cause newly acquired information to potentially displace old information. While this seems like a clear idea and has found some experimental evidence to support it, the correct interpretation of experimental results remains controversial. It is not clear whether displacement is actually distinct from decay or interference, or if it is a combination of the two mechanisms.

It is worth noting in this context that psychological experimentation can be difficult in general; these theories have not mentioned enough specifics, or they
have not provided sufficient expectations to conduct decisive experiments that can be easily formulated to distinguish them from other theories.

5. Retrieval Failure Theory

Retrieval Failure Theory indicates that forgetting occurs when correct retrieval models or cues are not produced to access memory contents. The clearest indication of this type of forgetting is what is known as the (Tip-of-the-Tongue phenomenon), where individuals know they recognize the word and can even describe or see it, but they fail to produce it correctly at the right time. Experimental evidence suggests that retrieval failure is generally the best explanation
for forgetting the contents of Long-Term Memory (LTM).

Some researchers have suggested what is called the Encoding Specificity Principle, which indicates that remembering is better if the cues and models available for recall are the same ones present during learning. This cue-dependent forgetting is a failure to retrieve cues to match the nature of the encoded
memory elements.

6. Repression Theory

Freud'
s theory in psychoanalysis asserts that forgetting is an unconscious way of dealing with feelings of frustration, anxiety, and pain, which makes forgetting an internal defense mechanism seeking to protect the individual. Psychoanalysts consider memory loss (Amnesia) resulting from severe psychological trauma to be a type of expression of repression and a refusal to deal with the events that led to the psychological trauma. Analysts also emphasize that repressed experiences do not mean they are non-existent; rather, they are stored in the unconscious and can sometimes be stimulated and
retrieved through dreams, slips of the tongue, and hypnosis.

7. Obliteration Theory

This theory suggests that certain circumstances occurring after a learning experience lead to the prevention of consolidating those learning experiences, and
subsequently, forgetting occurs. Among these circumstances:

A. Prevention of Protein Synthesis: The deficiency of substances that aid in protein synthesis and breakdown leads to the prevention of information representation in long-term memory with high efficiency. This results in increased levels of forgetting associated with the inhibition of protein synthesis. In
an experiment on fish, the fish learned to avoid an electric shock in a specific area of the tank by associating it with a certain light. Then, the fish were injected with Puromycin, which affects protein synthesis in fish; this led to the fish forgetting their previous learning and entering the prohibited area, exposing them to electric shocks.
B. Psychological and Physical Accidents and Traumas: Exposure to severe physical and psychological accidents and traumas leads to memory erasure and
its partial or total loss. Patients who underwent electroconvulsive therapy reported that they do not remember events that preceded the shocks. One study
also indicated that falling furniture and loud noise in a room led to the forgetting of a list of words that subjects had memorized before the incident.
C. Brain Injuries: Injury to certain areas of the brain due to accidents, or addiction to alcohol and drugs, leads to memory erasure or its partial or total loss.
Among the areas that affect memory erasure are parts of the cerebral Cortex, the Hippocampus, and the limbic system in general.
8. Disuse Theory
This theory claims, in revealing the concept of forgetting, that forgetting occurs when information is not used during intervals. This means that forgetting is
considered a function of the length of the interval, and there is evidence to refute this theory. Forgetting is affected by activities related to the subject during the time interval; for example, it was found that forgetting is generated less if the subject Slept during the time interval, in addition to other activities
that occur during the interval. Thus, forgetting occurs due to interruptions and the type of activities that are intrusive during the period of interruption.
After this presentation of forgetting theories, the third question in the research problem has been answered It is noted that these theories are related to
individual behavior; however, they are mentioned here because this behavior is what constitutes organizational behavior.

Fourth: Types of Forgetting

Based on what has been mentioned, De Holan & Phillips (2004:426) classified forgetting into two dimensions: intentionality in the forgetting process and the recency of the forgotten knowledge. Accordingly, four types of organizational forgetting were proposed:

The First Type: Occurs when the organization is unable to retain part of the knowledge it has received.

The Second Type: Occurs when knowledge stored in the organization s memory system is forgotten over time.

The Third Type: Involves purposeful forgetting, which includes removing some types of new knowledge from the organization before it becomes deeply rooted in the organizational memory.

The Fourth (and Last) Type: Occurs when established, ingrained knowledge is purposefully removed from the organizational memory. This form of forgetting may be the most important from a strategic perspective, but it is extremely difficult because many parts of organizational knowledge are deeply embedded in the organizational memory and are closely linked to other parts of organizational knowledge; removing them may affect those parts as well.

Researchers emphasize that for organizations to manage organizational forgetting, they must first understand the dimensions of forgetting and the relationship between them. Figure (1) illustrates the forms of organizational forgetting, which is a matrix that sheds light on four processes resulting from the intersection of two dimensions. These four processes are: memory decay, failure to capture, unlearning (getting rid of), and avoiding bad habits. Together, these processes describe the extent of organizational forgetting that can occur. They are all linked to a set of distinct processes and contexts that lead to specific challenges, and each of these processes must be managed differently from the others.

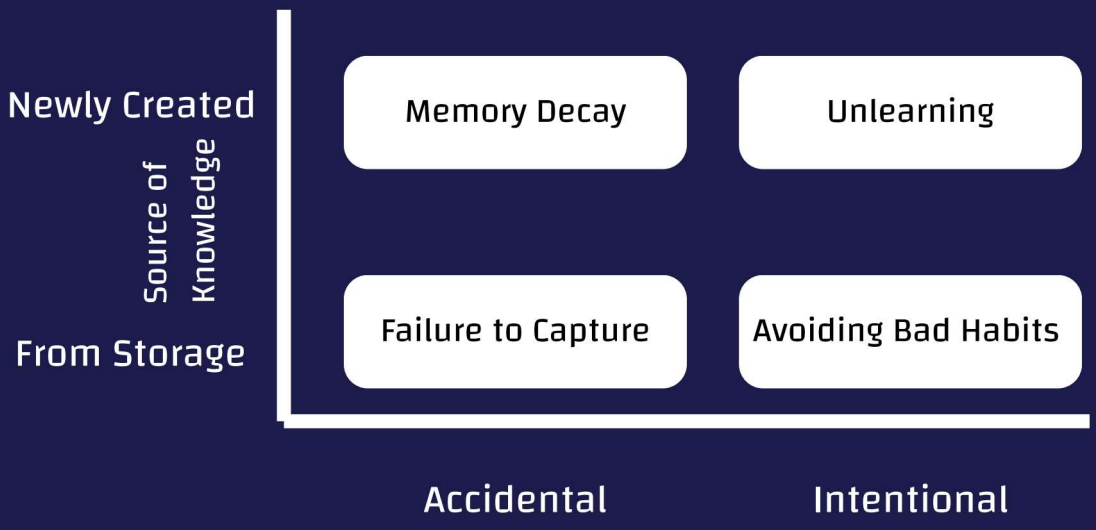

Figure (1): Forms of Organizational Forgetting The matrix categorizes forgetting based on the Source of Knowledge (Newly Created vs. From Stock) and the Mode of Forgetting (Accidental vs. Intentional). Citation: > De Holan, P. M., Nelson, P. and Lawrence, T. B. (2004), Managing organizational forgetting, MIT Sloan Management Review, Winter, p.47. Thus, it is clear that accidental forgetting is often associated with the loss of valuable knowledge. Consequently, it casts negative shadows across all organizational directions, as the organization must relearn the knowledge that was forgotten. As for intentional forgetting, the organization adopts it when the available knowledge becomes ineffective in achieving alignment with the challenges the organization faces, which are typically generated by the variables of a changing environment. Regarding the recency of knowledge specific to the organization, it is noted that forgetting newly acquired knowledge is easier for the organization compared to knowledge that is rooted in organizational memory. The latter becomes part of the organizational culture; hence, its lifespan is longer when compared to modern knowledge, which has a shorter lifespan. Based on the above, an integrated view of the relationship between forgetting and knowledge can be presented in light of the effectiveness of forgetting and the time span of knowledge, through the matrix shown in Figure (2)

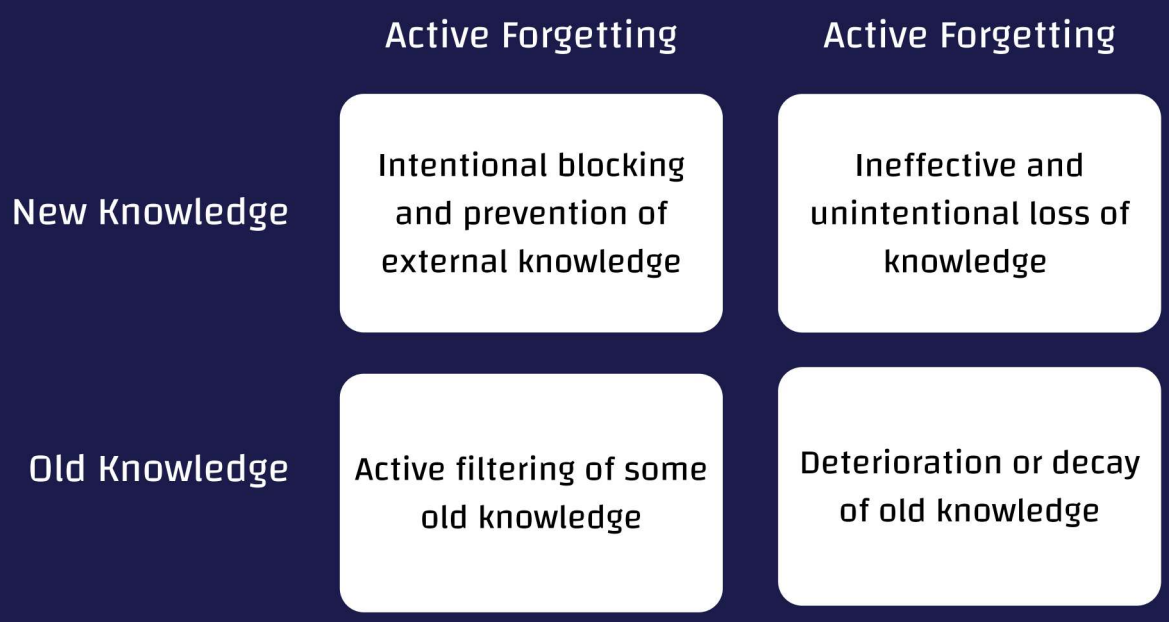
Active Forgetting
Active Forgetting
New Knowledge
Intentional blocking and prevention of external knowledge
Ineffective and unintentional loss of knowledge
Old Knowledge
Active filtering of some old knowledge
Deterioration or decay of old knowledge

Figure (2): The Relationship between Forgetting Effectiveness and Knowledge AcquisitionSource: De Holan, P. M., Nelson, P., and Lawrence, T. B. (2004), Managing Organizational Forgetting, MIT Sloan Management Review, Winter, p.47

Fifth: Forgetting and Memory Many designers of Organizational Memory Systems (OMSs) and researchers in this field believe that the loss of memory is harmful and should be avoided. Forgetting is functionally linked to the organizational memory system, and this is the basis for designing effective information systems. Memory provides a bridge between the past and the present, through which feelings, emotions, and past ideas that have fallen out of consciousness are retrieved at a later time to guide thought and action. Memory at the individual level has been classified into three types: Sensory Memory, Short-Term Memory, and Long-Term Memory. Sensory Memory is considered part of the total memory that accepts sensory inputs and retains them long enough to make a decision based on the potential value of the information; low-return information is discarded. Short-Term Memory takes sensory information and stores a certain amount of it in temporary storage. This form of memory appears to be subject to erasure after twenty or thirty seconds. Long-Term Memory takes information from short-term memory and stores it permanently. To date, it appears that there are no limits to the capacity or storage duration of this memory.

A flexible storage system can also encode information based on sensory methods. Regarding the relationship between forgetting and memory, O'Hara (2008:2) noted: When forgetting occurs only in the case of memory use, it is important to define the nature of memory, as the goal of organizational memory is to store all relevant information regarding (Know-How) for the organization. This "Know-How" may be retrieved at a later stage for reuse. It consists of the organization's knowledge and motor skills, as is the case in the production of a specific product that requires knowledge related to the types of materials, necessary equipment, required activities and their sequence, and the motor skills of workers to perform the tasks necessary for production. Organizational memory consists of the individual memories of employees, alongside documented knowledge deposited in organizational assets. For example, specific methods used by a work supervisor can either be kept by the supervisor for themselves, shared with other employees, or documented and placed in organizational files. Thus, if this supervisor leaves the organization, there is a low probability of this knowledge remaining in the organizational memory—especially if they kept it to themselves. Conversely, the probability of this knowledge remaining is high if the supervisor shared it with others and/or documented it (Globerson & Levin, 1987:84). Retrieval Failures and Systems Forgetting also occurs when an item exists in memory but cannot be retrieved because the available indices do not provide the necessary cues regarding the goal and the current context. This is what is known as index absence or loss of linkage. The memory item is not absent but "lost," and there is instability in directing blame toward either the context or the index. If the environment does not provide sufficient cues, or if the thinker is distracted and does not focus on the most relevant part of the context, then even a good indexing system will be unable to retrieve the required memories. It is self-evident that what borders on forgetting may be "bad," while what is remembered is "good." One of the precursors of Organizational Memory Systems (OMSs) is the organization's ability to prevent undefined access to information relevant to its history. Supporting human memory with these systems, especially with the presence of computer technology, will increasingly lead to overcoming the (individual) memory constraints in organizational settings. The term (Forgetting Systems) is considered one of the approaches to shifting focus toward organizational memory systems, suggesting a link between individual and organizational forgetting mechanisms and memory-related functions.

which are the basis for the effectiveness of those systems. Table (1) shows the characteristics or processes of organizational memory system designers, which can influence forgetting in humans or organizations (Landry, 1999:4). Table (1): Individual and Organizational Forgetting Mechanisms

OMS Components		Forgetting Mechanisms: Individual	Forgetting Mechanisms: Organizational
Memory Specific Functions	Acquisition	· Perceptual senses · Encoding failure · Proactive interference	· Sensor data entry and ordering · Field and category entry · Rule/policy/procedure manuals
	Retention	· Infantile amnesia · Retroactive interference · Planning (Mapping) · Implicit memory	· Documentation system · Rule/policy/procedure manuals · Models, data/knowledge representation · Socialization and on-the-job training
	Maintenance	· Decay	· Legacy systems
	Search	· Prototype or exemplar reliance · Context reliance · Incomplete retrieval	· Indexes and filters · Maintenance of inquiries or requests · Knowledge acquisition
	Retrieval	· State reliance · Motivated forgetting	· Context-sensitive help · Authority and security
Physical Factorsific Functions		· Neural pathways · Neurosurgery · Disease · Anterograde amnesia · Retrograde amnesia · Aging · Death	· Communication networks · Encoding practice logs · Life and death issues · Support practices · Disasters · Maintenance schedules · Bankruptcy or business termination

Source: Landry, J. R. (1999), Forgetful or bad memory, Proceeding of the 32nd Hawaii international conference on system sciences, Hawaii, p.5

There is a normative view of the human being as an element prone to error in the system; therefore, the requirements of this element can be fulfilled by computers or even replaced by them if necessary. Many share this view when they see that the human components of organizational memory are unsatisfactory, and that human memory is weak. Despite the indication by many researchers that organizational memory never forgets and is temporally and spatially integrated—where artificial trends achieve optimal recall—this matter is not accepted by all other researchers. Norman (1993:152) warned, saying: Beware of using technology to overcome the fragility of human memory, which may lead us toward undesirable directions

and drowns us in massive amounts of overly precise information. Based on what was previously mentioned in this section, the fifth question of the study problem has been answered. Sixth: Forgetting, Learning, and Knowledge Organizations can forget some things they need to know, incurring exorbitant costs to replace the lost knowledge. Meanwhile, other organizations are unable to forget things they should forget; they remain prisoners of the past, relying on non-competitive technologies and outdated organizational cultures. Successful organizations, however, are capable of shifting quickly to adapt to rapid environmental changes, not only through their learning skills but also through their capacity to forget. Organizations work on increasing their ability to learn and their need to develop their capacity for forgetting (De Holan et al., 2004:51). In the context of the relationship between forgetting and learning, some studies have indicated that organizational forgetting is considered a primary step for organizational learning. This involves forgetting the old and striving to develop procedures that are more adaptable to changing circumstances. There is a need to forget certain procedures, rules, tasks, roles, policies, and strategic values before new knowledge can be acquired and absorbed. Forgetting is viewed as a necessary process for change management. Other researchers have defined it as a dynamic process that limits and removes obsolete knowledge that hinders the adoption of new knowledge and opportunities. Thus, organizational forgetting is a process no less important than organizational learning, especially regarding the achievement of sustainable competitive advantage. Specifically, it is considered a fundamental step for organizational learning, and in many cases, learning may not occur except after forgetting has taken place (Fernandez & Sune, 2009:622). Researchers have classified the previous ideas into two approaches:

The First Approach: Researchers highlight the importance of discarding old knowledge as a primary step before learning something new, and the negative consequences of " self-inertia." Thus, forgetting can be viewed according to this approach as an abandonment of practices or even entire strategies that were dominant but now stand in the way of new learning.

The Second Approach: Represents the competitive capacity of the organization. According to this approach, forgetting represents the cessation of certain organizational activities, as well as getting rid of old procedures that are no longer useful and instead obscure the required learning.

In his reference to organizational learning, Jiang et al. (2010:2) did not stray far from what was previously mentioned when he emphasized that organizational forgetting is not just a form of organizational learning, but rather a complement to learning. It leads to a new process of organizational learning by losing organizational memory. From an economic perspective, it has been noted that the circumstances under which a system is capable of forgetting acquired knowledge can be understood through the lens of learning as an investment. Any form of learning is, in essence, a form of investment; a system that learns invests a certain amount of resources to acquire and retain knowledge. It is in the system ' s interest to achieve learning if the return on investment is positive, and the cost of acquiring and retaining knowledge should not exceed the value of the resources that knowledge provides. Thus, it becomes clear that if acquired knowledge from learning has been replaced by other knowledge—making its continued existence after learning useless—or if that knowledge has become harmful, the organization should adopt the principle of forgetting as a strategy to avoid the harmful consequences of that knowledge. Levels of Organizational Forgetting 1.Literature related to organizational forgetting has considered it a prerequisite for organizational learning. It suggests that procedures, rules, tasks, policies, values, and specific strategies must be forgotten in order to acquire new knowledge. This literature indicates that this process can occur across three levels: The First Level: Involves forgetting the work methods and procedures that were implemented in order to begin learning new tasks or procedures. The Second Level: Involves forgetting specific rules, policies, and strategies to facilitate the implementation of the new learning process. The Third Level: Represented by a change in the way interpretations are generated, similar to a shift in the mental model. For this reason, DeHolan & Phillips (2004:425) pointed out that forgetting is a necessary complement to learning processes in organizations. Avoiding knowledge that was recently learned has always been a source of concern for organizations; managers spend a great deal of time ensuring that knowledge has been embedded in memory. However, dealing with forgetting processes is an integral part of knowledge dynamics in organizations because forgetting occurs before (in the sense of forgetting old knowledge to make room for the new), during, and after learning processes. At the level of task execution, it has been noted regarding the relationship of forgetting to learning that while learning occurs during the execution of a specific task, some of this learning may be lost as soon as a new task begins.

Similar to how learning occurs, learning loss can happen if a task is interrupted. The amount of learning lost is referred to as forgetting. In the same vein, some studies have provided ample evidence that the marginal cost of production contradicts accumulated experience in various industrial environments. It is well known that this decrease in marginal cost represents "learning by doing." Organizations can "forget" the know-how or knowledge acquired through work due to the periods of inactivity mentioned previously. This argument clarifies that the idle time for task execution and the effectiveness of acquired knowledge are both functions of forgetting; because the length of this time increases the probability of forgetting. This is expressed by the idea that learning increases with experience gained from performing a specific task, while forgetting increases with the interruption of that task. In the same context, forgetting theory suggests that the decline in production rates after a production line remains idle will cause the organization to forget some of the process improvements it had learned. This leads to a decrease in workforce productivity. There is approximately 20–25% of total manufacturing learning that can be lost due to organizational forgetting. On a macro level, other aspects can emerge, such as the total cost of recessionary periods and rising unemployment rates. Thus, forgetting can be an additional cost for lost labor time in the economy. For example, individuals who lose their jobs and then take similar jobs after a medium-to-long period of unemployment are estimated to lose approximately 20–25% of hourly earnings. Part of this is attributed to individual and organizational forgetting regarding how tasks are performed; therefore, forgetting is an additional economic loss (Kleiner et al., 2012:68). Knowledge stock has been described as the accumulation of knowledge assets within an organization. Knowledge flows represent the streams that move between different parts of the organization, which can be absorbed and transformed into a knowledge stock. Knowledge flows are classified as horizontal, vertical, internal, or external (inputs or outputs). Some researchers have likened knowledge flows to a bathtub; the knowledge stock—represented by the water level in the tub—depends on the flow of water into the tub (via the faucet), while water flows out of the tub (via the drain). It is assumed that an organization’s knowledge stock can increase through additional knowledge flows or decrease due to a decline in knowledge flows. These flows are organizational forgetting, and horizontal and vertical knowledge are classified as

which flow between units at the same level or between units at different levels within the organization. As for internal and external flows, they represent the knowledge that flows between units within the organization itself or between different organizations, while inputs and outputs represent the knowledge that flows toward a specific unit or flows from it (Fernandez & Sune, 2009: 621).
Regarding the relationship between organizational forgetting and knowledge, it is noted that knowledge is the foundation of innovation. The acquisition and integration of knowledge lead to organizational innovation practices. Many researchers have studied organizational forgetting from a knowledge management perspective, suggesting that organizational forgetting is an essential element of knowledge management. Their research has also shown that intentional organizational forgetting can enhance organizational knowledge, as well as strengthen the organization ' s ability to adapt. Consequently, the relationship between intentional organizational forgetting activities and organizational performance becomes more intensive. Forgetting is closely linked to knowledge and can enhance the accuracy of knowledge bases. In addition to the idea that organizations may acquire new knowledge, an idea has emerged in the literature that organizations can also lose knowledge. DeHolan & Phillips (2004: 425) explain that two approaches to this phenomenon have been developed:
The First Approach: Includes emphasizing the importance of ignoring and discarding knowledge that is no longer useful, which reduces the efficiency of new knowledge or limits its absorption or construction.
The Second Approach: Refers to other studies that focused on the negative effects of knowledge deterioration or erosion. It is clear that both approaches focus on the importance of organizational forgetting. The authors point to the integration between the two approaches, going further to express their belief that organizational forgetting is more than just a simple supplement to organizational learning; it is a vital tool used by successful managers to shape knowledge in their organizations and is a powerful mechanism for enhancing the strategic effectiveness of their organizations. Understanding the cause of organizational forgetting involves understanding where organizational knowledge is stored and how it is maintained in the organizational memory. Organizational memory is defined as stored information that represents a history capable of influencing the organization ' s interpretations of current and future events, as well as administrative decisions. Organizational knowledge may be stored in human and non-human repositories; thus, when individuals move from one organization to another, they carry their individual knowledge with them. At that point, labor turnover may be one of the main causes of organizational forgetting, as organizational knowledge may remain embedded in human repositories

and other human remains in the organization that can continue within it. From a knowledge management perspective, organizational forgetting is considered a process of reconstructing old knowledge or transforming it into a system; it is a cognitive organizational process. They emphasized that regardless of the importance of organizational forgetting, and the focus on the process of losing knowledge, this loss of organizational knowledge will not only be negative but also includes active display and abandonment (Sune & Fernandez, 2009:3). In the context of discussing effective management of forgetting, DeHolan and his colleagues pointed out that organizations also need to manage their operations to ensure they forget any knowledge they should discard, while not forgetting knowledge they should retain. Thus, managing forgetting is considered a critical task. One reason for this is that the unintended loss of knowledge costs organizations millions of dollars annually. Losing knowledge means abandoning capabilities and a potential decrease in competitive advantages. When an organization finds itself in a position where it needs to invent or purchase necessary knowledge, its resources have been wasted; it is not just spending time and money to rebuild those lost skills, but there is also an alternative opportunity cost. Thus, in highly competitive markets, effective management of forgetting can represent the difference between success and failure (DeHolan et al., 2004:45). To reinforce all that has been mentioned, the concept of Constructive Forgetting of Knowledge emerged, as defined by (Niri et al., 2010:30) as an intentional, active, and systematic process, and continuous management to forget what is redundant, limit harmful issues in the organization—such as knowledge, structure, and behavior—in order to reduce their negative effects and eliminate them to ensure improved organizational performance. Constructive forgetting of knowledge that is no longer useful (and may even be harmful) is of extreme importance, not only regarding resistance to change but also in avoiding falling into the forbidden, as well as the presence of old and obsolete knowledge—especially when it differs radically from the new. This could negatively affect the absorption and utilization of new knowledge. Figure (3) illustrates the constructive forgetting of knowledge.

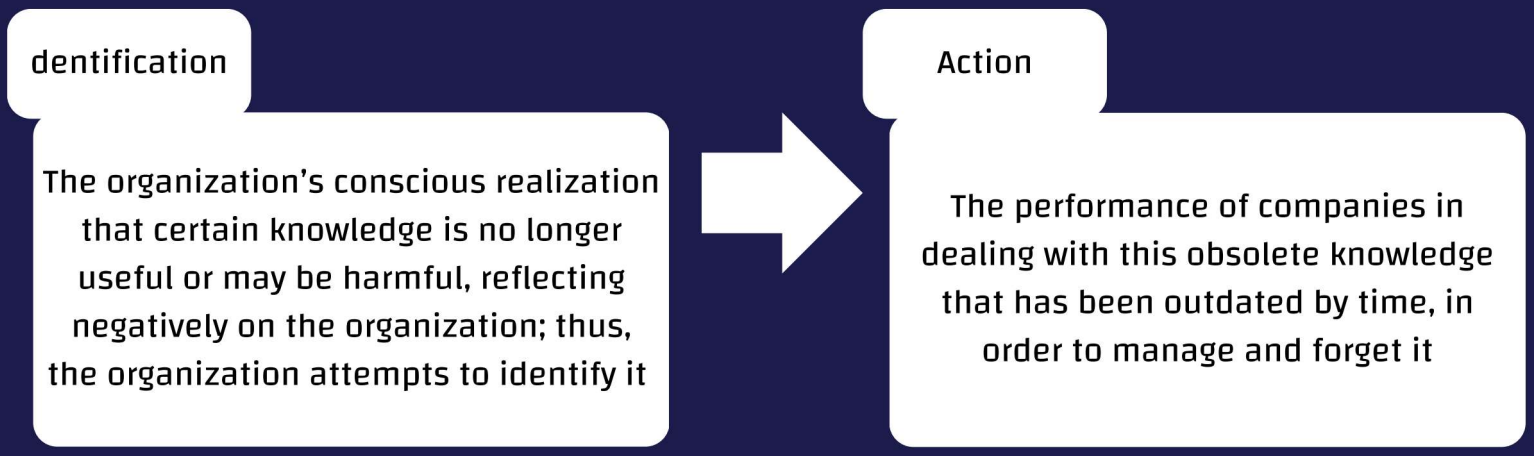
dentification
The organization's conscious realization that certain knowledge is no longer useful or may be harmful, reflecting negatively on the organization; thus, the organization attempts to identify it
Action
The performance of companies in dealing with this obsolete knowledge that has been outdated by time, in order to manage and forget it

Figure (3): Constructive Forgetting of Knowledge

Source: Niri, M.B., Akhavan P. and Reza H. (2010), Managing organizational knowledge active forgetting: How do managers understand the concept of managing
old obsolete knowledge?, Proceeding to the 11th conference on knowledge management, Fama Licao, Portugal, 2-3 September, p.30.

Methods of Constructive Forgetting

Based on the relevant literature, researchers present six classifications for the methods of constructive forgetting of knowledge, as follows:

1.Awareness: Represented by the perception and identification of harmful or obsolete knowledge. There are various ways to implement this, such as questioning current beliefs and methods as a necessary condition for dealing with old knowledge.

2.Isolation: Attempting to isolate old knowledge (geographically, functionally, and cognitively) from new knowledge to limit potential negative impacts. For example, IBM's attempt to establish a new department for Personal Computers (PC) and isolate it from other company departments to avoid "contaminating" the minds of managers and workers in this department with the dominant IBM mental model centered around Mainframes.

3.Cessation of Use: Constructive forgetting of knowledge means not using old and worn-out knowledge, even though it remains in the organizational memory. In some cases, routine processes may be insufficient for forgetting and transitioning; therefore, a need arises to adopt more powerful, informal methods

for constructive forgetting. It can be considered a halt to existing production based on specific knowledge, or the non-use of old methodologies in software development, which is one of the clear examples adopted in this approach.
4. Stopping Knowledge Development: The matter here does not only mean stopping the use of old and obsolete knowledge, but also means changing the process of knowledge creation and absorption. In fact, this path is considered a basic entry point towards constructive forgetting and plays a pivotal role in managing and forgetting old and obsolete knowledge. Managers can adopt different strategies to stop knowledge development, such as stopping research and
development projects, knowledge transfer, and aspects of cognitive cooperation; these are various ways to prevent the development of old knowledge.
5. Knowledge Displacement via New Knowledge: Constructive forgetting in this case means attempting to learn alternative new knowledge that is sufficient to achieve constructive forgetting of the old knowledge. In the context of technology management, this strategy is implemented by replacing old knowledge by
pushing for new knowledge. In this approach, the organization actively and intentionally replaces old knowledge with new.
6. Erasing Old Knowledge: Constructive forgetting in this aspect means the explicit and formal removal of old parts of the organizational memory in a radical way. This is considered a more powerful approach toward constructive forgetting. It includes removing hardware and software outside the organization, disposing of documents and records, and even excluding individuals obsessed with old knowledge; these are some examples of this approach.
Seventh: Organizational Forgetting Between Benefits and Disadvantages
The organization that consciously adopts forgetting will contribute to helping individuals interpret and use internal information and enhance the ability for organizational innovation. Intentional organizational forgetting plays an important role in knowledge management, and it is one of the important criteria for the
success of knowledge management. Organizational forgetting can enhance the creation of organizational knowledge, as well as enhance the organization 's ability to adapt to the external environment and improve organizational performance (Zeng & Chen, 2010:48).

DeHolan & Phillips (2004a:425) pointed out that the impact of forgetting on organizations depends on its context. It can be harmful when it leads to the unintentional loss of organizational competencies, yet it can also be a crucial first step in organizational renewal when the organization needs to change. Regarding the relationship between forgetting and the organization's social and cultural system, researchers explained that forgetting helps support the social and cultural framework. They cited an ethnographic leadership study in an electronics company where the CEO suffered a stroke. An assistant was chosen to intervene in managing the company. Upon taking his new position, the assistant made grave errors that threatened the company ' s survival. Months later, the CEO recovered and returned to lead the company toward profitability. Years later, when this story was recounted among employees in their memories—and as the assistant had learned from that horrific experiencethe stories told by those employees did not mention the assistant' s improvement. This allowed the employees to mitigate (forget) the emotional trauma of that period and return to the original culture and social system built around the CEO and his assistant. Importance and Learning Curves As for the importance of organizational forgetting compared to organizational learning, it has become clear that the ability to forget to get rid of past habits, trends, and techniques is no less important than the ability to learn. The phenomenon of forgetting contributes more to the success of engineering-based industries than learning curves do. Experiments have shown that forgetting curves are more delicate than learning curves, and success in fast-changing industries is largely determined by the interaction between both types of curves. Large-scale failures can be avoided not because learning curves aren 't sharp enough, but rather because forgetting curves are more delicate. Is Organizational Forgetting Always Beneficial? Landry posed the question: Is organizational forgetting absolutely beneficial? Many researchers dealt with this question directly; some assumed that organizational forgetting provides a potential motive for creating new knowledge that will be absorbed as non-standard organizational procedures. Discarding organizational forgetting means rejecting existing knowledge to improve performance. Others assumed that when information is not forgotten based on rules (surface learning), it may lead to the inappropriate use of organizational memory. In workplaces, focusing on inappropriate work patterns may reinforce the idea that forgetting could be a crucial element in the process of business reengineering and innovation. This indicates the significance of organizational forgetting

Regarding organizations, it has been noted that no organization has ever failed to survive because it forgot something important. More likely, the probability of organizational failure stems from remembering too much for too long; organizations often continue to do many things in the same way they have become accustomed to over time. Some are guided by a quote from Langer's book, The Power of Mindful Learning, which states: "The joy of forgetting allows us to re-experience it." The author elaborates that forgetting can liberate us, allow us to forgive others, rescue us from past bad experiences, and enable us to be in the present and think about the current situation (Landry, 1999:2). Advocates of the knowledge management value chain have pointed to organizational memory from a strategic perspective, thereby seeking to create fixed knowledge and viewing forgetting as an obstacle to the flow of knowledge. However, from their perspective, they considered organizational forgetting to be indicative of knowledge creation and meaning-making, though they did not hide the fact that forgetting can have harmful effects on the organization. They emphasized that knowledge accumulation contributes to building the organization's competitive capability and that an organization unable to distinguish valuable knowledge from that which is not may be paralyzed when it comes to competitive advantage. In the face of this contradiction, the importance of Organizational Forgetting Management emerges. While undisciplined organizational forgetting weakens the organization ' s competitive capacity, organized and controlled organizational forgetting is considered a necessary step toward organizational learning. Therefore, the organization must adopt an appropriate policy for managing organizational forgetting to avoid its harmful consequences or minimize them. Regarding his fear of forgetting, Landry (1999:2) explained that failing to remember the past (forgetting) can deprive organizations and individuals of their identities, work manuals, and future goals. As for Smith & Lyles (2011:313), they took into account both the supporting and opposing arguments for forgetting. They indicated that forgetting is not always a good thing, nor is it necessarily a bad thing; there are circumstances in which organizations should encourage a certain degree of forgetting. The authors presented their ideas based on the three perspectives of forgetting mentioned previously: the Cognitive Perspective, the Behavioral Perspective, and the Social Perspective, as shown in Table (2)

Table (2): Pros and Cons of Organizational Forgetting

Perspective	Benefits of Forgetting	Risks of Forgetting
Knowledge	· Enables creative destruction · Adds legitimacy to adapting with knowledge, localizing it, and transferring it from one unit to another	· Loss of important technical and administrative knowledge · Reduction of overall capacity
Behavioral	· Reduces the dominance of old practices · Assists in change and renewal · Functions as potential dynamic capabilities	· Helping individuals avoid responsibility for mistakes · Reducing the organization's ability to learn from the past
Social	· Reduces the loss of morale that follows failure · Reduces communication and commitment	· Distortion of personal communications · Loss of identity

Source: Smith, M. E. and Lyles, M. A. (2011), In praise of organizational forgetting, Journal of Management Inquiry, Vol. 20 No. 3, p. 314

The contents of Table (2) show that the benefits of forgetting from a knowledge perspective are represented in "creative destruction, " where the organization radically discards traditional operating processes, mechanisms, and old principles that it no longer needs. This enhances its competitive capability. The second benefit is the contribution of forgetting to the ease of transferring knowledge between units and adapting to it. On the negative side, forgetting may lead to the loss of knowledge—whether technical or administrative—which impacts the total capacity of the units and the organization as a whole. From a behavioral perspective, the benefits lie in avoiding the dominance of old practices, which paves the way for adopting change and renewal, as well as providing a vital capacity for flexibility and a radical departure from the past. Despite this, there are potential negatives; forgetting may be used " shrewdly " by individuals to avoid responsibility for previous results, which leads to paralyzing the organization ' s ability to learn from past mistakes. From a social perspective, the benefits of forgetting consist of building morale, trust, and the ability to achieve future success. Conversely, the risks lie in the destabilization of personal communications, which are crucial for gathering information, negatively impacting both personal and organizational identity. DeHolan & Phillips (2004: 427-430) pointed out in an article titled "Organizational Forgetting" as a strategic concept, a number of latent research possibilities at the intersection of strategy with theory

the organization, identifying three areas that constitute strategic forgetting: First, getting rid of unnecessary knowledge; Second, abandoning unwanted innovations; and Third, rejecting knowledge that makes change difficult or impossible. Regarding the first aspect, organizations face a greater challenge than ever before in managing larger amounts of knowledge, and this does not happen without a cost. This has added significant difficulty for organizations seeking to increase their knowledge stock, because these organizations must either bear increasing costs to maintain large amounts of knowledge or risk losing critical competencies or capabilities. Here, the strategic decision regarding choice becomes apparent. As for the second aspect, the more a manager is capable of learning, the more they need to be capable of forgetting, as is the case with the capacity for innovation. New knowledge may be useful in building a competitive advantage, but this advantage may weaken when it intersects with stored or existing knowledge. Therefore, intentional knowledge should be forgotten before it becomes embedded in the organization ' s memory. Furthermore, an organization capable of generating a large amount of new knowledge will create a sub-set of unwanted knowledge, because innovation is not always carried out in an expected manner or may not align with the organization ' s strategy. Thus, unwanted innovations will involve significant risk. Regarding the third area, organizational forgetting is of great importance in the change process. Organizations need to dismantle their dominant logic before building a new logic. Failure to pay attention to this explains the high percentage of failure in organizational change practices, especially when change involves creating knowledge outside the boundaries of the current logic. In this way, the seventh part of the research problem ' s questions has been answered.

Chapter Three: Conclusions and Recommendations

To complete the research structure, and after presenting the concepts and analyzing the conceptual relationships contained therein, this section presents a set of conclusions and recommendations, as follows:

First: Conclusions

1.Both individuals and organizations are subject to forgetting. Forgetting is not always associated with a purely negative concept; in fact, in many cases, it is no less important than the concept of remembering.

2.Organizational forgetting is viewed from two perspectives: one negative and the other positive. The negative aspect is represented by accidental forgetting, which constitutes a deterioration in the knowledge stock. The positive aspect is embodied in intentional forgetting, formed by discarding and forgetting outdated knowledge. Thus, the first type can represent a "blessing" for organizations, while the second type is considered a "curse" upon them.

3.Organizational forgetting is an effective tool for managing organizational learning and organizational knowledge, as reflected in the relational nature of these three concepts.

4.Organizational forgetting is considered one of the important strategies adopted by an organization in an effort to maintain its organizational knowledge.

5.Long periods of interruption from performing certain tasks, especially in productive organizations, lead to organizational forgetting.

6.Organizational forgetting of organizational knowledge results from labor turnover, represented by knowledgeable employees leaving the organization.

7.The emergence of organizational forgetting is a decisive factor for managers regarding their responsibility toward their organizations.

Second: Recommendations

1.Avoid viewing organizational forgetting as a purely negative aspect of organizations.

2.Give organizational forgetting sufficient attention and treat it as a synonym for organizational learning.

3.Call upon researchers to conduct studies related to organizational forgetting and the possibility of finding its relationships with other variables in a way that benefits our organizations.

4.Managers should adopt organizational forgetting as an effective strategy to maintain and sustain organizational knowledge.

5.Working on reducing the periods of interruption in performing certain tasks, especially those related to production processes, in order to avoid accidental forgetting.

6.Reducing labor turnover and preserving human capital, as it is the most valuable resource and the one in whose minds much of the organizational knowledge is embedded.

7.Our organizations should coordinate with specialized academic bodies and the professors working within them, to help those organizations explore the depths of the concept of organizational forgetting, and benefit from them in formulating work mechanisms that help them adopt the concept in practical reality.

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Thank you very much